/430 cont./

*511 517 [541 [546 Finally, eight families more or less regularly devote a part of their incomes to the heading "Diversions"; excluding No. 36 /431/ (he attends the horse races), all go to the cinema or send their children there. They are the numbers:

No. 16: 1%	No. 36: 1%
No. 22: 3.5%	No. 39: 0.6%
No. 26: 0.9%	No. 40: 0.2%
No. 33: 0.6%	No. 43: 0.6%

[204 There must be added to that five families who read and buy newspapers:

No. 34:	Employee...	0.3% of the income
No. 36:	Accountant..	0.7% --
No. 39:	Teacher.....	1.6% --
No. 41:	Employee...	0.4% --
No. 43:	Doctor.....	2.5% --

*511 423 A final question presents itself. How, when there is any, are the surpluses utilized.

We have been able to get precise data in only two cases: No. 36 built a house to which he devoted in one year, from March 1952 to March 1953, 80,000 francs. On the [427 other hand, No. 43 has taken in rent-sale a villa in Dakar, and for that he pays 12,300 francs per month.

[554 Moreover, the ambition of many, as we have said, is to become the owner of their dwelling. Some look further and want some gardens besides. Several already possess one or the other and are only trying to improve or enlarge them. One of them claimed that he had had a well dug, but he was unable or did not want to remember the sums put into this undertaking.

*511 [472 [494 [454 [426 One of the family heads succeeded in starting a transportation business after having purchased two carts and a horse. Some hoard. We believed that a cultivator had a good-sized bank account and loaned the money at usurious rates. We have

6:Mercier E-5 (no date) 1956 MS37 Senegal MS37

This is a significant fact; high prestige, more or less definitely acknowledged by the whole population, crystallizes around professions, functions or situations which are considered to be 'intellectual'—implying in fact a minimum of Western-type learning. Prestige on economic grounds seems to be definitely on the decline.[1] At Dakar, Thiès and Saint-Louis du Sénégal, adults were questioned about the trade or occupation they would like their children to take up. A vast majority of the socio-vocational categories (unskilled and skilled workers, traders, clerks, civil servants, etc.) from which the population sample under study was taken gave the same answer. Between 65 and 80 per cent mentioned an intellectual profession. Those most frequently cited were teaching (primary or secondary school teacher) and the liberal professions (lawyer, doctor, etc.); the technological professions (engineer etc.) were much more rarely specified.[2] One of the commonest answers was that vague but highly significant term, 'civil servant'. The fact is that the trend of education in the period before 1945 helped to establish a very close link between education and a job in the administration; this is still the case, despite the changes effected in the last few years. Similar attitudes are found in the results of surveys among children in the primary schools at Dakar. Among those who replied specifically[3]—about three-quarters of the children questioned—more than 80 per cent expressed a preference for an occupation considered to be intellectual, irrespective of their father's occupation; next came certain manual trades, with commerce far behind. The choice of an unspecified administrative job was less frequent than among the adults. It follows that the view generally taken about education—including primary education—viz. that it will lead almost inevitably to an intellectual occupation,[4] however modest, remains very stable; but it is less and less in keeping with the realities of the situation.

A brief study of the facts in the development of the educational system will allow us to make a first evaluation of the system. The crude school rate rose rapidly from 1946 to 1953 and has since continued to rise pretty regularly (16 per cent in 1953, 18 per cent in 1954, about 20 per cent in 1955). Senegal's early advance in this respect explains why the increase is less steep there than in most of the other French West African territories.[5] True, the school rate is still relatively low (and a fairly large proportion of the children do not complete even the primary course and will probably soon lose such learning as they have acquired), but a plateau was reached several years ago: primary education turns out many more pupils than the 'administrative bourgeoisie'—characteristic of the colonial period—or its equivalent in private enterprise can absorb. Formerly, the surplus of the educated population could be absorbed by the manual trades or by migration to other territories. But this second door is gradually closing now that these other territories are catching up in education. Moreover, the slow pace of economic expansion precludes any big increase in the number of openings for technical workers or in the supervisory grades in industry.[6] This is the justification for the talk about the educational over-

1. Material security (e.g. that enjoyed by civil servants) seems to be desired more often than actual wealth.
2. They are only beginning to acquire some prestige; the number of students choosing this branch has risen considerably in recent years.
3. Children from 10 to 14, in the 'intermediate' classes.
4. A job in the bureaucracy was for years the standard aim.
5. The school rate in the Ivory Coast almost trebled between 1946 and 1955.
6. Limited, but chronic unemployment, already exists in Dakar.

[12 cont.]

369 178 562 [511] that [13] prevailed there. This has been made obvious by the war; the modern households have suffered from economic difficulties much less than the others, because the women proved to be much more skillful in getting out of difficulties with the little that could be obtained.

369 581 [556] Will the custom of such sumptuous expenses with regard to marriage last? It is difficult to tell. It evidently greatly satisfies the pride of the man of Saint-Louis by exhibiting his wealth and his generosity. If it makes marriage difficult for young people, this is very regrettable, because the precious years of youth are lost and the children will come too late; it makes marriage the great affair of one's life, which is good, [562] and it has contributed in a very large measure to the freeing of the girls, which, except for some extravagances, is a great benefit.

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